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ABSTRACT

This document presents a study unit on Australia for secondary school students. A student reading examines Australia's cultural conflicts, history, 20th century development, and recent government policy. Australia's commitment to multiculturalism, the benefits of immigration, and the prospects for the future are also explored. The teacher's resource guide includes six backgrounds on topics that the student article introduces, three exercises, a "Reference Shelf," and information on Australia's population and Australia's neighbors. References include books, periodicals, and other items on Australian topics. (SG)

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Australians All

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aUStrALiaNs All

Almost unnoticed by the rest of the world, the people of Australia are tackling one of the biggest questions facing humankind: *Can a society of peoples from different ethnic and cultural backgrounds live in real harmony? Can they work together for common goals?*

The Australians believe it can happen, and they have good reason to try. One in every five people living in Australia was born overseas—an amazing percentage, by world standards. Millions of individuals from as many as 140 nations have migrated to Australia, each seeking a new start in life—a "fair go," as Australians say.

Like other immigrants the world over, they experience hopes, fears, and setbacks as they try to put down new roots. But they also find a wide range of services—in housing, for example, and health care. They discover a policy which says that—no matter what their religion, race, or language—they are welcome in "multicultural Australia." Most important, they find they do not have to abandon their own cultures to become "Australians, all."

PROBING QUESTIONS

For Australians in the 1990s, the term *multicultural* needs no introduction. It describes the growing diversity in their country's population. It's also a label for the important goal of inter-cultural harmony. And it refers to government policies for achieving that goal.

But to people elsewhere, the image of Australia as a multicultural society may come as a surprise. The usual stereotype of an Australian is that he or she is the descendant of a British immigrant. Today, however, even those Australians who are the descendants of British immigrants agree that their country's population has undergone an amazing change.

To understand what led to this change—and to understand Australia's multiculturalism—it's a good idea to examine these questions:

- Who were Australia's earliest inhabitants and settlers? What cultural traditions did they start?
- How and why has Australian immigration changed over the years? Does Australia now include people from a few, or from many, cultures?
- What led to the development of Australia's multicultural policy in the 1970s? How does multiculturalism affect Australia's social and economic life?

AUSTRALIA'S FIRST PEOPLES

At least 60,000 years ago, the first known migrants to Australia were living on the continent. They (or their ancestors) had probably arrived by canoe, crossing much narrower straits of water than those now separating Australia from neighboring countries. The world knows these early people—and their descendants—as *Aborigines*, a name derived from an old Roman expression for "first inhabitants."

"For an eternity, Australia was theirs alone," writes Ross Terrill about the Aborigines in his work on *The Australians*. "They revered the land they dwelt upon, but . . . they never 'occupied' it with fences and houses and rules about property. They lived in caves or tents of leaves and branches."

Australia became the home of another indigenous, or native, population, whose distant origin is as obscure as that of the Aborigines. The people who came to be known as Torres Strait Islanders originally occupied a handful of islands between the mainland and Papua New Guinea. Sometimes misidentified as Aborigines, they too developed their own distinctive culture and traditions over many long centuries.

BRITISH SETTLERS . . .

So far as historians know, there was no other attempt to settle Australia until an English fleet dropped anchor off southeastern Australia in January 1788. A group of local Aborigines welcomed the newcomers, many of whom were prisoners. (England, having lost 13 colonies in America, wanted a new place to send its prisoners. In fact, the practice of using prisoners to develop colonies was several decades old.)

As in many other parts of the world during this period of history, armed conflict soon broke out between colonizer and colonized. From their toeholds along Australia's coast, the British settlers began to push inland—opening up sheep stations and farms, carving out whole new colonies. When such efforts led to the eviction of local Aborigines, the Aborigines began to fight back.

Fearing that the conflict would escalate, some colonists urged the British colonial governor to launch an all-out defensive strike against the Aborigines. By 1838, reports Robert Hughes in *The Fatal Shore*, "probably . . . 2,500 European settlers were killed, and upwards of 20,000 Aborigines." On both sides, fear had bred violence.

Today, two centuries later, Aborigines and other Australians share responsible positions in every walk of life. But memories of those first clashes still linger.

. . . ON THE LAND

As they explored *Terra Incognita Australis*—the "unknown southern land" of medieval European maps—the British reported its astonishing features to the rest of the world. Austral

they discovered, was an island as big as western Europe. It was home to animals and plants that grew no place else in the world. Less than four percent of the land had enough water to support crops, and its vast deserts seemed terrifying. "Death by thirst," says Terrill, "was as commonplace in 19th-century Australia as death on the roads is today."

But the land did support grazing. And when it was discovered that Europe's prized merino sheep could thrive in Australia, the colonial population got a new boost. People from England and Ireland began to migrate *voluntarily* to Australia.

By now, familiar signs of British culture greeted newcomers: Protestant churches, Georgian-style architecture, Scottish porridge, and English-language newspapers—to name a few. The settlements weren't "like home," but they kept memories alive.

When gold was discovered in 1851, Australian society underwent another change. Prospectors began to pour in from across Europe, and from America and Asia, too. Immigration swelled to more than 100,000 a year. Australia's new cities—Melbourne, Adelaide, and Sydney—expanded rapidly. Australia was becoming an urban society.

HOLDING ON TO THE PAST

It was in these cities that the continent's next cultural conflict came to a head. Following a decade of drought and depression in the 1890s, colonists of British descent (who now called themselves Australians) began to organize politically. They had several goals. They wanted to ban immigrants from countries other than Britain. They wanted the pick of whatever jobs became available. They wanted to control their destiny.

In later years, the poem "Old Botany Bay," by Mary Gilmore, captured their intense feelings:

I was a convict/ Sent to hell,
To make in the desert/ The living well:
I split the rock;/ I felled the tree—
The nation was/ *Because of me.*

These Australians achieved their goals in 1901. The colonies of New South Wales, Queensland, South Australia, Tasmania, Victoria, and Western Australia formed a federation and became a free nation within the British Commonwealth. Australia's new parliamentary government promptly passed an Immigration Restriction Act.

The Act severely limited immigration from Asia. It introduced a policy of cultural discrimination which would favor the admission of European immigrants for the next 70 years. Ironically, the same people who had made such a passionate plea for freedom could not yet envision sharing their freedom with others.

SIGNS OF CHANGE

After World War I, Australia sensed its potential for greater economic growth. Its minerals, wool, and grains were in high demand in Europe. But economic growth demanded workers. "Promoters" began to crisscross Britain, promising good jobs in Australia to those who would migrate there. Over the next decade, more than 500,000 people took the offer.

Then the Great Depression of the 1930s came along, and dimmed dreams of prosperity in Australia. By the end of World War II, its population was still only seven million. Coining the slogan "Populate or Perish," Arthur Calwell, the country's first Minister for Immigration, launched a new program to attract workers.

Once again, immigrants flooded Australia's port cities. Some found jobs on the new hydroelectric project in the Snowy Mountains. Others opened shops, planted vineyards, constructed roads. They were vigorous workers. Equally important, they helped to swell the numbers and cultural diversity of Australia's population. Greek, German, Japanese, Italian, Polish, Indian, Lebanese, and Afghan migrants were helping to write a new chapter in Australia's history.

GOVERNMENT POLICIES AFTER 1945

Across Australia, friendships between peoples of different cultural backgrounds began to knit a new society. But the official policy on immigration was still discriminatory. In *"Outside the Gum Tree,"* a recent publication by Australia's National Association for the Visual Arts (NAVA), Helen Andreoni suggests why the policy was doomed to failure.

Between 1945 and 1969, says Andreoni, the government gave little thought to "the special needs of [its] growing, culturally diverse population." Instead, policy makers sought to *assimilate* newcomers into the prevailing culture. They "presumed that the newcomers would learn English and adopt the 'Australian' way in a very short space of time."

Their assumption did not prove true. Many immigrants did not cross the language barrier. They turned, instead, to their own ethnic groups, seeking leaders to care for their needs and to represent them.

As the 1970s began, the official policy was increasingly one of *integration*. Now the aim was to help immigrants overcome their (so-called) "deficits"—their inability to speak English, for example. Government-funded classes were provided for adults. The motive, however, was still to help immigrants interact with existing government and community services—not to discover what immigrants might consider their

Detail from John Eyre's *View of Sydney Cove (top)* recalls early British settlers. Cattle stations in South Australia *(left)* and vineyards in Victoria *(above right)* were among the many industries that enriched Australia's economy.

own most pressing needs to be.

Perceptions began to change in the 1970s. In 1974, the government adopted the policy that Australia's diverse communities had the right to retain their cultural identity. The term *multiculturalism* came into use, and radio programs in community languages were publicly funded. Similar programs on TV soon followed.

Then, in 1978, a paper that came to be known as the Galbally Report emphasized the responsibility of every government agency to become aware of, and to respond to, the different cultural backgrounds of the people it dealt with. Australians took all this to heart and began to urge parallel attention to the country's Aboriginal communities, as well.

MULTICULTURALISM

By the 1980s, Australians in every profession were calling for a formal commitment by the government to multiculturalism.

In 1987, an Office of Multicultural Affairs (OMA) was created in the Prime Minister's Department to deal with issues concerning the nation's multicultural population. And in 1989, the "National Agenda for a Multicultural Australia" stated the principles on which future policies would be based. In brief, these principles are:

- All Australians have the right to express their *cultural identity*, and to share their cultural heritage with others.
- They have the right to *social justice*—to equality of treatment and opportunity—regardless of race, religion, language, gender, place of birth, or any other such factor.
- And finally, all have a right to expect that their skills and talents will be developed and used, regardless of their background. To do so, in fact, is to contribute to the nation's basic *economic efficiency*.

What some might call a fourth principle reveals the "fair-dinkum" (real-life) approach to doing things in Australia. People are guaranteed rights. But the Agenda reminds all Australians of their obligation to respect the law and exercise their rights in ways that help—not hurt—one another.

THE BENEFITS

For many decades in the nation's history, Australians have debated the impact of immigration on their economy. In prosperous times, the argument has been that immigrant workers helped the economy to expand. In bad times, immigrants were seen as taking jobs that others were entitled to.

Like many other nations in the early 1990s, Australia entered the decade experiencing an economic slump. But today there is no longer any real argument about the economic contributions of Australia's immigrants:

- *They increase consumer demand.* Some economists argue that immigrants swell the labor *supply*, and thus aggravate unemployment during times of recession. But as the director of Australia's Bureau of Immigration Research points out, immigrants also contribute to the *demand* for goods and services. "New immigrants," he observes, "need housing. Most of the basic components of housing are made in Australia. So while immigrants are adding to the . . . supply of labor, they are also adding to demand."
- *Immigrants increase the nation's pool of skills.* Newcomers to Australia have always brought—and taught—the special skills of their native culture, and this contributes to new business ventures. After World War II, for example, Italian immigrants introduced the use of terrazzo, an artificial marble. Terrazzo soon became a feature of many new buildings in Australia's urban areas.
- *Australia's immigrants provide personal links to markets in their countries of origin.* This is an especially important benefit where recent Asian immigrants are concerned. Nine of the 10 fastest-growing economies are in Asia. Japan alone takes almost half of Australia's exports. Personal links between Australian suppliers and customers in Asia—as well as in other parts of the world—are the building blocks in a free-trade, global economy.

THE BEST

Australia today is a microcosm of tomorrow's world. Populated by Europeans after 1788, tied by friendship and democracy to Americans, linked increasingly to the economies of modern Asia, Australia stands astride old and new, East and West, yesterday and tomorrow. Its multicultural society—and its government's investment in preserving the diversity of this society—will be no small part of Australia's ability to meet the future with ease.

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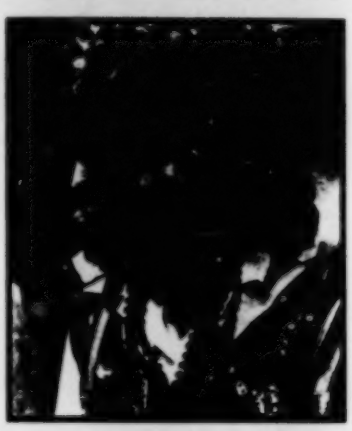
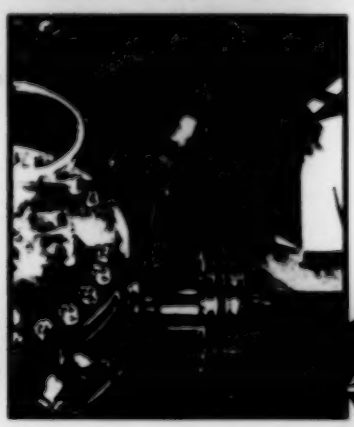
Photos courtesy of the Australian Department of Foreign Affairs and Trade. Background photo: Warrumbungle National Park. Detail from John Eyre's *View of Sydney Cove*, courtesy of The National Library of Australia.

Queensland's Gold Coast *(top)* is a major tourist attraction. A festival near Sydney Opera House draws crowds *(right)*. About 85 percent of Australians live in urban areas.

TEACHER'S RESOURCE GUIDE

A STUDY UNIT ON CONTEMPORARY AUSTRALIA FOR SECONDARY SCHOOLS





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Someone once said that whenever two people meet, six are actually present: the person each thinks the other is, the person each believes himself or herself to be, and the person each really is.

You might want to share that brain teaser with students as you introduce this unit. For in part, "Australians All" reveals the tensions that can arise when groups who do not understand one another (and perhaps do not even truly know themselves) are thrown into close and sometimes unwilling contact. Such tensions can even lead to conflicts.

Given the fact that immigration has been such an important part of Australia's history, it is not surprising that such conflicts have occurred. This unit examines a few of them. But—far more important, and much more exciting—the unit also examines what Australia is now doing to acknowledge, honor, and invest in its population's growing diversity. "Australians All" is an introduction to multiculturalism in Australia.

MULTICULTURALISM

Success with this unit may depend in large part on how and when the term *multicultural*—as it applies to the topic of Australia—is introduced.

In some parts of the world, this term currently figures in debates over how to conceptualize or revise a nation's history. Another use of the term deals with pedagogy. One writer urges teachers to adapt their lessons to the various backgrounds and value orientations of their students: "This approach," according to Kent State University professor Kenneth Cushner, "has been appropriately called multicultural education."

BACKGROUNDER 2

AUSTRALIAN HISTORY

Students living in countries that were once part of the British Empire will find echoes of their own nation's experience in Australia's history. The Student Article in this unit touches on familiar themes: Europeans arrive in a land inhabited by aboriginal peoples, carve out properties, and transplant powerful institutions—government, church, and press—from the "Old World" to the "New." Other immigrations follow, and as the years roll by, each generation experiences the tension of trying to decide to whom the new nation's political value system—democracy—actually applies. As Australia's multicultural policies demonstrate, the answer is: "They apply to all."

But in Australia, where the term has been in use since the 1970s, *multiculturalism* signifies a complex weave of immigration trends, public policies, and goals particular to that nation alone.

Be sure to point out this difference to students. You might even advise them to defer conclusions about multiculturalism in Australia until they have covered the unit materials.

UNIT CONTENTS

"Australia All" includes 30 copies of a Student Article, an exciting poster, and this Teacher's Resource Guide.

These materials can be used selectively, as a start-to-finish kit, or—with additional resources—as part of an extended six-week unit. (See below.) Your enclosed copy of "Multi-Cultural Australia," a film and video catalogue, can help you make the unit an exciting multimedia event!

Student Article. The article "Australians All" is a fascinating account of relations among various groups of immigrants who have settled in, and built, Australia. It reaches as far back as the arrival of the Aborigines, and comes apace of the 1990s with the relatively recent immigration of Asian peoples.

In addition to profiling Australian history (a history with similarities to, and differences from, that of the United States), the article also explains the goals of Australia's unique multicultural policy. Students concerned about cultural relations in their own nation may find much to ponder in the Australian experience.

Teacher's Resource Guide. This Resource Guide offers the following services:

- six Backgrounders on topics introduced in the Student Article;
- three duplicatible exercises—one on the "voices" of Australia's immigrants (writing excerpts), another on the ethnic makeup of Australia's population (table and graphs), and a third on trends that are shaping Australia's future (maps and fact box);
- a topical outline for a six-week unit on Australia;
- a "Reference Shelf" with several lists of recommended materials, including books, articles, and videos.

CURRICULUM TIES

Courses in which these materials can be used include: International Studies, Global Studies, Pacific Area Studies, 20th-Century History, World Geography, World Cultures, and Current Issues.

LEARNING OBJECTIVES

The learning objectives stated below would be appropriate to either a long or short unit on Australia. However, they do assume that students will have access to both the Student Article and the duplicatible exercises in this guide. After using the unit, students should be able to:

- identify geographic influences—both internal and external—that have helped to shape Australia's cultural and multicultural identity;
- trace the development of Australia's multicultural population, and do so in chronological order;
- provide examples of contribu-

BACKGROUNDER 1

AUSTRALIA'S GEOGRAPHY

Once part of Gondwana—a vast southern continent that included Africa and Antarctica—Australia broke away 65 million years ago and began a slow northward drift. Among its passengers were the continent's marsupials—kangaroos and koalas—and such now-rare species as the platypus. They were apparently tough survivors, for Australia was often inundated by seas and eroded almost flat during its slow relentless passage.

Australia today is a land of amazing geographic extremes. It is the smallest continent and the largest island (nation). Its climates range from a tropical region in the north to mildly temperate areas along the southern and eastern coasts. Less than 10 percent of its soil can support crops, but beneath the surface lie vast deposits of coal, bauxite, iron, copper, nickel, gold, and gems—diamonds and opals, for example. Nearly all the world's premium opals are mined in Australia.

BACKGROUNDER 3

AUSTRALIA'S GOVERNMENT

THREE TIERS OF GOVERNMENT IN AUSTRALIA

FEDERAL—1ST TIER

Legislature. Australia's Parliament has 2 chambers: the Senate, with 12 members from each State and 2 from each mainland territory; and the House of Representatives, with 147 members altogether.

Executive. The Prime Minister is chosen by the majority party in the House. The PM and senior ministers form a cabinet government.

STATES—2ND TIER

Legislature. Each State except Queensland has a bicameral parliament, with an Upper and a Lower House. (Queensland abolished its Upper House in 1922.) Australia's Northern Territory and Capital Territory are largely self-governing.

Executive. The State Premier is chosen by a process similar to the one by which the nation's Prime Minister comes to power.

LOCAL—3RD TIER

Australia has about 900 local governments at the city, town, and municipal level. Their powers are defined by state laws and vary from state to state.

For Australian citizens, voting for federal and state officials becomes mandatory at age 18. Within the British Commonwealth, Britain's monarch is also Australia's monarch, and is represented by an appointed Governor-General at the federal level and an appointed Governor in each State.

tions that Australia's diverse cultural groups make to the nation as a whole;

- evaluate the principles outlined in a 1989 statement of Australia's multicultural policies;
- analyze the effects of Australia's cultural diversity on its economy;
- using Australia as a case in point, form generalizations about the social, economic, and political issues that can arise in a diverse society;
- apply their (the students') understanding of Australia's policy on multiculturalism to their own community, and assess the possible benefits of borrowing from this policy to help deal with any local needs.

A SIX-WEEK UNIT

The materials in this unit have been designed so that you can adapt them to the course you're teaching or use them as the core of a six-week unit on Australia. The following outline is for those who choose the latter option.

Inventory of Materials. Begin with an inventory of your needs for additional materials and resource persons.

- *Materials.* Collect available maps of Australia, plus encyclopedias, atlases, almanacs, and other print references with general data on this nation. Check your local library to see what materials they have on Australia—or by Australians. Look for articles listed in the "Reference Shelf" and use them to plan weekly reading assignments for your students.
- *Resource people.* If you're in a university town or have links to a local college, ask if any faculty member has made a study of contemporary Australia. He or she might be willing to lend you materials, speak with your class, hold a weekly Q-and-A session, and/or guide student research.
- *Other leads.* Check to see if your city has an Australian-American chamber of commerce. If so, it may have print resources to share with you. Look into the possibility of a "sister-city" in your area, with ties to Australia. Ask if any of your students' parents are Australian or have visited the country extensively. They might be willing to take part in discussion groups. And contact your school board for resource people in the field of multicultural studies. They may be able to suggest tips for discussing multiculturalism.

General Points. The topical outline below is not a recipe. Your own knowledge of your students' interests will prompt you to adjust, subtract from, and add to, the suggestions it contains. However, the sequence of weekly topics seems generally preferred by educators, and the Backgrounders and three student exercises will support that sequence. (Note that the exercises, fashioned to stimulate critical thinking, do not have prescribed answers.)

GEOGRAPHIC SETTING

Week 1. *Recommended material from this unit: Backgrounder 1. Additional needs: wall maps, globes, atlases, and other sources of general data on Australia.*

The focus for this week should be to help students get a clear sense of Australia's geographic and regional setting. One way to do that would be to break students into teams, give each team a different set of standard information sources, and ask each to prepare a statement *explaining* the continent's location.

This is really a test of how students think about locations—of whether they reference a nation, for example, by climate zone, neighboring countries, or the like. (It is very different from being asked to point to a place on a map.)

Backgrounder 1, on Australia's geography, could also prompt research into the formation of Australia's unique flora and fauna. If possible, ask a colleague from the science department to explain the impact of Australia's early geographic isolation on the development of its various species.

You might also want to have students begin a personal journal for their use of this unit, in which they informally record what they're learn-

BACKGROUNDER 4

IMMIGRATION TO AUSTRALIA

Australia's need for annual immigration limits is underscored by this statistic on its current 17.4-million population: Of the 7.5 million immigrants to Australia over the last 200 years, 3 million arrived recently enough to be counted in the present population.

In the Spring of 1992, the nation's Minister for Immigration announced that the number of immigrants to be admitted in the financial year beginning on July 1, 1992 would be 80,000. Within this number, the government expects that 45,000 will be relatives of earlier immigrants, 24,000 will gain admission on the basis of their special skills, and the remainder will be admitted for humanitarian reasons.

ing, how they feel about it, and what questions are beginning to form in their minds on the topic of (multicultural) Australia.

HISTORIC CONTEXT

Week 2. *Recommended unit materials: Side 1 of the Poster; the Student Article; Backgrounder 2.*

This week's work is critical to the unit's success. By displaying the poster and distributing the article to students, you will introduce them to a unique society and to that society's concept of the term *multicultural*. The article has been crafted to allow readers to develop insights into both topics at a gradual pace, and it might be best to allow their notions to unfold at this pace, rather than try to define *multicultural* at the outset. The introductory questions on Page 2 of the article will help focus their thinking.

As Backgrounder 2 suggests, this week's topic invites comparisons among the many colonizing efforts undertaken by the British (and other Europeans) centuries ago.

After students complete the section "British Settlers," you might ask them to role-play a discussion among Aborigines—and among the colonists—six months after their first encounter. What might they think about one another's views and deeds?

At the end of this week, invite students to select a topic for a research project, due during Week 6. The Backgrounders, "Reference Shelf," and the Student Article might help them identify research topics.

BACKGROUNDER 6

MULTICULTURALISM AND THE ECONOMY

Australia is one of the world's top 20 economies, an achievement that is due, in no small part, to the contributions of its immigrant populations.

Like Americans and Canadians, Australians cherish tales of how their immigrant ancestors worked hard at a trade or profession and established a flourishing business in their new community. Not all of Australia's immigrants became entrepreneurs, but many contributed to the growth of its industries. In the 1800s, for example, British immigrants developed the nation's mining, finance, export, and shipping enterprises.

The areas in which particular groups of immigrants made their mark varied from place to place. In 19th-century Queensland, Chinese immigrants became storekeepers and merchants. Iranis and Pakistanis contributed to Australia's import trade in rugs and carpets. Italians did the same in the furniture-importing business. Germans spurred Australia's wine industry, and Greeks became successful retailers. The honor roll is lengthy and is being continued by Australia's latest immigrants, most of whom are from Asia.

MULTICULTURAL POLICIES

Week 3. *Recommended unit materials: Side 2 of the Poster; the Student Article; Backgrounder 3.*

This week's work should foster students' understanding that diversified immigration changes a country's social dynamics, and thus demands changes in government policy. The Student Article—from "On the Land" through "Multiculturalism"—will support their study of this premise, and give them solid information about the way it applies in Australia.

You might want to include a review of government policy toward immigrants in the students' own country. Richard Morris's *Encyclopedia of American History*, for example, has a section outlining U.S. policies before the 1980s.

CURRENT TRENDS

Week 4. *Recommended unit materials: Side 1 of the Poster; the Student Article; "Australia's Population" (the duplicatible exercise on Page 6); Backgrounders 4, 5, and 6.*

In addition to learning the history of multicultural policy in Australia, students should also examine some of the current-day practices and issues related to this topic.

The duplicatible exercise on Page 6 will reinforce their knowledge of Australia's immigration and multicultural trends. Backgrounders 4 and 5 indicate how the government is currently responding to these trends. And Backgrounder 6—together with the section of the Student Article entitled "Benefits"—looks into the interesting question of how immigration affects Australia's economy.

Encourage students to convene a series of discussion panels on Australian multiculturalism. What benefits have Australians gained by fostering multiculturalism? Where might they still have work to do, to reach their goals? If immigration were to expand and diversify even more, would Australia still be "Australia"?

Challenge students to write an editorial examining the lessons other nations and communities (their own?) might derive from studying Australia's experience.

AUSTRALIA'S FUTURE

Week 5. *Recommended unit materials: Side 1 of the Poster; "Australia's Neighbors" (the duplicatible exercise on Page "); end of Student Article.*

The duplicatible exercise on "Australia's Neighbors" should prompt

BACKGROUNDER 5

MULTICULTURAL REACH-OUT

Australia is one of the most highly urbanized societies in the world and its cities are among the most culturally diversified. About 2 million Australians speak a language other than English at home. At least another 4 million have ancestors who came from somewhere other than the British Isles.

The basic thrust of the government's multicultural policy is to facilitate every citizen's access to its educational, health, and welfare services. And the number and type of special services supporting this goal are astonishing. Take, for one example, radio station 3EA, which has been described as probably the most multicultural in the world. Its announcers broadcast in at least 24 languages every day, and in 60 different tongues per week—including Khmer, Maltese, Farsi, Cantonese, Yiddish, and Hindi. The station is part of Australia's Special Broadcasting Service (SBS), one of the nation's two publicly funded TV and radio systems, a number that will soon expand.

Other services make the visitor wonder if Australia has already reached the 21st century. In Sydney, for example, people using the phone can access (at no charge) the assistance of interpreters in 22 languages. At the same time, the study of foreign languages is booming. By latest count, 65,000 Australians are studying Japanese—more such students than in any other country outside Japan, save South Korea and China.

student awareness that Australia's geographic isolation—once its identifying feature in the eyes of the Western world—has become irrelevant in the age of computers and satellites.

Australia's traditional roots are in the West. But it has also developed special relations with regional neighbors, which it will maintain as it enters the next century—relations with China, Japan, New Zealand, and Papua New Guinea; with various Pacific states and nations in the Indian Ocean; and with the members of the Association of Southeast Asian Nations (ASEAN).

Ultimately, however, Australians know they must "think global" as they enter the 21st century. They unavoidably share the *concerns* of the global community—concerns about the worldwide recession, for example, and the need for global markets. But by choice, they share its *highest aspirations*, too: peace, disarmament, and the flourishing of the world's many different cultures.

RE-VIEWING AUSTRALIA

Week 6. ***Recommended unit materials: Side 1 of the Poster; "Australians—One People, Many Voices" (the duplicatible exercise on Page 8); student research reports.***

In its 1988 report on history education, the Bradley History Commission urged the consideration of six "vital themes" when approaching any comprehensive study of a world society. The first of these themes, for example, deals with the interrelatedness of the forces of "civilization, cultural diffusion, and innovation." As students report on their research topics, help them to reflect on how cultural diffusion (cultural exchanges between groups) has influenced the growth of civilization in Australia. The duplicatible on Page 8 should add a warm human touch to this question.

LET US HEAR FROM YOU

The Learning Enrichment (*LE*) staff for "Australians All": Project Director, Clayton Westland; Design Director, Richard Leach; Education Consultant and Writer, Patricia Conniffe.

The *LE* team would appreciate your feedback on this unit. To help you reach us, we've enclosed a prepaid business reply card (BRC).

Please fill it out and return it *today!* Thank you.

REFERENCE SHELF FOR "AUSTRALIANS ALL"

SHORT SHELF

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FILM AND VIDEO

See your enclosed copy of "Multi-Cultural Australia," a catalogue of films and videos available through several American distributors, as well as from Film Australia, the Australian publisher of the catalogue.

AUSTRALIA'S POPULATION

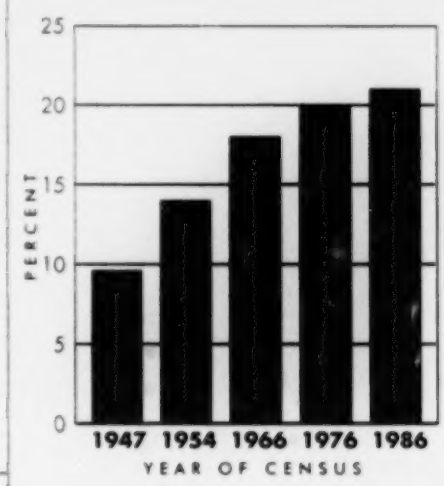
The population of every country is in constant change. Births, deaths, migration between nations: All these factors affect what is called a country's population profile. Governments regularly take a census of their people in order to adjust such public services as classroom seating for students and retirement benefits for older citizens.

When the Australian government takes a census, it has a special interest in its people's ethnic backgrounds. An increase in the number of immigrants who do not speak English, for example, might prompt the government to hire more bilingual employees.

The graphics on this page will help you answer three questions about the Australian population:

- What are Australia's largest ethnic groups?
- How many of its people were born overseas?
- Where are the largest groups of its immigrants coming from today?

A. PERCENT OF AUSTRALIAN POPULATION BORN OVERSEAS



B. ETHNIC ORIGINS OF AUSTRALIAN POPULATION, 1988

	Number	Percent of Population
United Kingdom & Ireland	12,151,950	74.60
Other European Countries	3,039,580	18.60
Asia	870,760	5.40
Aboriginal & Torres Strait Islander Peoples	163,000	1.00
Pacific Islands	40,200	.25
Africa	20,190	.10
America	6,320	.05
TOTAL	16,292,000	100.00

Sources: **A**. Australian Bureau of Statistics. **B**. Data from *The Australian People*, edited by James Jupp.

C. ORIGINS OF 10 LARGEST GROUPS OF IMMIGRANTS TO AUSTRALIA, 1990-91

Reflect and Respond. In 1992, for the first time in history, British immigrants did not form the largest group of new arrivals in Australia. In that year, the largest number of immigrants came from Hong Kong. In view of this and other facts on this page, answer each of the following questions in detail:

1. What recent trends are changing the population profile of Australia?
2. What possible effects might these changes have on daily life in Australia?
3. If these trends continue, what kinds of new services might immigrants need by the year 2000?

australians All

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AUSTRALIA'S NEIGHBORS

One of the clearest signs of change within a society is the way ordinary words take on different meanings from one age to the next. In 19th-century Australia, for example, the expression *a whole day's journey* meant a 30-mile hike in the outback, or frontier. Today, a travel agent might use the same expression to describe a Canberra-to-Chicago air flight.

The term *neighbor* has also had different meanings through the ages. To a family in Western Australia in 1899, it meant the person next door. To Australians in the age of satellites and computers, it can mean anyone, anyplace in the world.

The map and fact box on this page will help you reflect on who Australia's "neighbors" are today—geographically and economically.

AUSTRALIA IN THE 1990S

Population: 17,414,300
Gross Domestic Product: US$300 billion
Exports: US$37.3 billion in grains, meat, dairy products, wool, coal, metals, manufactures
Export Partners: Japan (26%), USA (11%), New Zealand (6%), South Korea (4%), Singapore (4%)
Imports: $US39.8 billion in manufactures, capital equipment, consumer items
Import Partners: USA (22%), Japan (22%), United Kingdom (7%), Germany (6%), New Zealand (4%)
Government: Federation of states, with parliamentary government
Group Memberships: Asia-Pacific Economic Cooperation (12 members), Australia-New Zealand-USA Security Treaty (3), General Agreement on Tariffs and Trade (105), Organization for Economic Cooperation and Development (24), UN (161), others

Reflect and Respond. In 1788, British settlers in Australia paved the way for other *European* immigrants, and eventually for migrants from all over the world. Following World War II (1939-45), *America* became Australia's closest partner in global diplomacy. Since the 1970s, Australian trade with *Asia* has grown rapidly, and will probably continue to do so. Considering these three trends—and the map and data above—draft an editorial on this topic: "Australia's 'Neighborhood' in the 21st Century." Support your interpretation of the topic with examples and details.

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AUSTRALIANS—ONE PEOPLE, MANY VOICES

Australia today embraces many ethnic traditions—one proof of which lies in the diversity of its arts. Through music, crafts, paintings, dance, and writings, Australians keep alive the traditions of their particular family origins.

The excerpts below represent a few of the many cultural springs within Australia. Some writers recall the experience of leaving their country to migrate to Australia. One reflects the culture of Aborigines, the continent's first settlers. And several provide a glimpse of the conflicting loyalties felt by immigrants and their children throughout the world.

Listen to each voice carefully. If you've experienced immigration, compare these sentiments with your own. If not, try to look at the world through the eyes of each writer.

"In a new land like Australia you have to build for yourself a past in a short time. I know. I know because I came from Austria six years ago. . . . I found that coming to a new land like this was like being born. That it was hard, and that most of the other life had been left behind."

—Heinz Nonveiller
"The Naked Walls"

"There is the story of a young Greek girl in Melbourne who counted the blocks, houses, and then the fence-palings between home and school. She marked the middle paling and on the way to school, as she passed it, said to herself 'Now I'm Australian' and on the way home, 'Now I'm Greek.' "

—Milan Milojevic
"Milan Milojevic"

"'Nan,' I said slowly as she looked at me, 'About that [bird] call, you weren't frightened when you heard it, were you?'

"'Ooh, no,' she scoffed, 'it was the Aboriginal bird, Sally. God sent him to tell me I'm going home soon. Home to my own land and my own people. I got a good spot up there. . . .'

"'Tell me about the call again,' I said to Jill.

"Jill's face was a mixture of fear, amazement, and triumph as she described . . . what happened.

"'Wish I'd heard it,' sighed Mum.

"'Me too,' I said enviously."

—Sally Morgan
My Place

"'I am a Greek,' said Andoni, 'and so are you, Manoli. You can't deny that.'

"'It might surprise you to know, Andoni, that I consider myself Australian.'

"'Manoli,' said Andoni in a mocking tone which did not disguise his anger, 'you are using Greek words to tell me you are an Australian. Do you realize what a contradiction that is?' "

—Zeny Giles
"The Economies of Mourning"

"I migrated to Australia from China in March 1983 with nothing but 60 kilos [132 pounds] of books and manuscripts, plus a big cultural bundle. . . . Unfortunately that bundle seemed utterly irrelevant to the world I now faced. . . . I questioned myself over and over again: 'What kind of life are you going to choose, now that you are breathing the air of freedom you so desperately longed for?' "

—Xiao-xiong Zhang
"Unpacking My Cultural Bundle"

Sources (from the top, clockwise):
A. *The Strength of Tradition*, edited by R.F. Holt. The University of Queensland Press, 1983. **B**. "Arts in Multicultural Australia." Autumn/Winter, 1991 issue of *Artlink*. **C**. *The Strength of Tradition*. **D**. "Arts in Multicultral Australia." **E**. *My Place*, by Sally Morgan. Little, Brown and Company, 1987.

Reflect and Respond. Each of the following statements offers a clue to the writer's cultural experience. Explain what you think each means: "You have to build for yourself a past" *(Heinz Nonveiller)*; " 'Now I'm Australian . . . Now I'm Greek' " *(Milan Milojevic)*; " 'Wish I'd heard it,' sighed Mum." " 'Me too,' I said enviously" *(Sally Morgan)*; " 'You are using Greek words to tell me you are an Australian' " *(Zeny Giles)*; "A big cultural bundle . . . [that seemed] irrelevant" *(Xiao-xiong Zhang)*.

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